# S3 Grant Components to Reduce School Exclusion

The following recommendations have emerged from decades of research as effective strategies to reduce suspensions and expulsions while promoting student safety, academic achievement, social emotional learning, and healthy youth development.  Check marks indicate which S3 grant components include strategies that *directly* address each of the specific recommendations.  Other components may indirectly address recommendations, and all of the components contribute to a more positive school environment and connectedness.  When all the components are implemented together as part of an integrated, systems approach, they will be mutually supportive and will increase the overall effectiveness of a school's effort to create a safe and supportive learning environment.

| Recommendation | Bully-Free Schools (BFS) | Restorative Justice | Michigan Model for Health | Parenting | Removing Barriers | Sexual Minority Youth |
|---|:-:|:-:|:-:|:-:|:-:|:-:|
| 1. Reserve suspension and expulsion for the most serious and severe of infractions. | √ | √ | | | | |
| 2. Use a graduated system of discipline with consequences that are commensurate to the seriousness of the infractions. | √ | | | | | |
| 3. Implement research-supported prevention strategies designed to enhance school climate and increase connectedness, such as bullying prevention and social/emotional learning. | √ | √ | √ | √ | √ | √ |
| 4. Implement intervention strategies that are designed to *teach* offending students prosocial strategies to solve problems and achieve goals. | √ | √ | √ | | √ | |
| 5. Provide clear definitions of all behaviors (both major and minor) to be reported to ensure consistency and fairness. | √ | | | | | |
| 6. Include effective alternatives to suspension in the disciplinary system (e.g., in-school suspension, after-school detention, Saturday school, classes only, restorative conferences, alternative school, parent conferences) that do not deprive students of core content classes. | √ | √ | | | | |
| 7. Provide opportunities for students to be actively engaged in strategies to create a safer and more supportive school. | √ | | √ | √ | √ | √ |
| 8. Improve communication and collaboration among schools, parents, mental health providers, and juvenile justice system professionals. | √ | | √ | √ | √ | √ |
| 9. Utilize data to assess effectiveness of all strategies, programs, and curricula designed to promote school safety.  Disaggrregate discipline data by race and gender to ensure there are no disppoportinate application of suspension or expulsion. | √ | | | | | |